

Clocks Dance

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Dance

Body

MSCCR STANDARDS

2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MSCCR CREATIVE ARTS STANDARDS

DA: Pr5.1.2: Develop and Refine Artistic technique and work for presentation

Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.

Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

DURATION

60 minutes

OBJECTIVES

Students will be able to know and/or do:

Tell the time on analog clocks.

Show the time on analog clocks.

Understand the similarities and differences in analog and digital clocks.

MATERIALS NEEDED

Index cards with different times written on them (digital times)

Music for accompaniment

Drum or tambourine for cue (call & response)

Digital clock

Analog clock

VOCABULARY

Minute Hand, Hour Hand, digital, analog, seconds, short hand, long hand, personal space, general space

RECOMMENDED RESOURCES

YouTube videos to review time:

<https://www.youtube.com/watch?v=tEmg914-9xY>

<https://www.youtube.com/watch?v=Xwazo-ePoA>

Teaching the Three Rs Through Movement Experiences (Anne Green Gilbert)

LESSON SEQUENCE

Affective Hook: “Good morning students. I have a question: Are we on time for class? How do we know? That’s right – we can look at a clock. Today we are going to learn about time in a special way. We are going to learn by

moving and using our bodies to show what time it is.”

Story with Time/Warm-Up

“At 7:00 it’s out of bed; I stretch my arms and legs.
At 8:00 it’s breakfast time; I feel like toast and eggs.
At 9:00 I run to school; I want to be on time.
At 10:00 we work on math; I’m feeling very fine.
At 11:00 we go to music; and there we sing a song.
At 12:00 it’s time for lunch; I won’t be hungry long.”

Read the poem once and then ask the students for ideas about how to dance each line and encourage them to be creative: How can we be eggs? How can we show we are doing music? Then read the poem again and have them act it out.

Activity One:

Put the Clock in Our Bodies:

Hour hand (short hand, attach elbow to waist) right arm moving around to 3, 6, 9, 12...say and do

Minute hand (long hand, extended full) – left arm crossing over the body and around...15, 30, 45, 60

Second hand – the head rolling quickly as you go

Try each separately and then put them altogether! Tell the students they are a cuckoo bird clock and every time a new hour comes around they can say “cuckoo!”

Activity Two: Put the Clock on the Floor

Personal Space (hours): Draw a circle around yourself (and slowly spin as you go) to represent a clock on the floor. Point to 12:00, 3:00, 6:00, 9:00. Now wiggle and walk to 12:00 and go back to center. Now hop on one foot to 3:00 and go back to center. Now stomp to 6:00 and go back to center. Now tiptoe to 9:00 and go back to center. Let’s try that again to make sure we have it down. Now I am going to call out times and I want you to do the right movement to get there and back (call out times and model).

General Space (minutes): Now the clock is in the whole room and we are going to move in whatever way we want to the different times. Listen to the music and let it inspire you to move in different ways. Make sure to go to the right place, watch out for each other and be safe, but be creative too! When you have reached your time freeze in a cool shape and then melt and move on low level back to the center of the clock.

Girls: 15 minutes	Boys: 30 minutes
Red: 60 minutes	All other colors: 45 minutes
Pet: 30 minutes	No Pet: 15 minutes
Age 6: 45 minutes	Age 7 or 8: 60 minutes

Activity Three: Dance Making...Bringing a Clock to Life

Exploration: Time is also about speed, right? The second hand goes fast, the minute hand is moderate, and the hour hand is slow. Let’s stand in our personal space and try doing some things at different tempos/speeds: bounce, swing, walk in place, wiggle. Great!

Group Work (model with student volunteers): Now I am going to quickly put you in groups of three. One of you will choose a movement and move very fast because you are the seconds. One of you will move at a medium tempo because you are the minutes and one of you will move in slow motion because you are the hour. Make a cool formation, make up some cool movement, and show us the three speeds of the clock! Remember that you all have to stay connected somewhere, just like the hands of a clock!

Showing: Half of the room will show the other half of the room what they came up with. Students will be asked to “perform” with energy and focus and the audience will be asked to share anything that they see that is awesome, especially if the three speeds are really clear.

Review: The Class Clock

Have half the students sit around in a big circle. Explain to them that they are the clock. Tell the students that you are going to pick a student from the circle who is wonderfully quiet and attentive to be the center of the clock. The other half of the class will work together as a team to show the right time. The teacher will choose

three volunteers from this group based on the same criteria: two to link together and be the minute hand and one to be the hour hand. The teacher will then call out a time and the team will have 30 seconds to work together and show this in the three students' bodies.

Group one: 4:00, 7:15, 3:30

Group two (switch roles): 5:00, 12:45, 2:15

Activity Four: The Digital Clock

Exploration: (Will use various digital time written on index cards) What makes a digital clock different from a wind-up clock or a mechanical clock? That's right – it shows the time with numbers on a screen. The first number is the hour and the second number is the minutes. We are now going to show time with our bodies like a digital clock. To do this we need to use our body to make a number. Let's try this. Can anyone show me a #1 using their whole body? Great! How about a #6. Good!

Group Work: Go back to your groups of three and I will come around and give you a time. Decide which person will be the hour and which person will be the first and second number of the minutes. You will come up with shapes to show your numbers and time clearly and then after holding it frozen for three seconds, you can do an alarm sound because your time is time to get up! You can beep, you can sing a song, you can say something...anything an alarm clock might sound like when it goes off. I'll ask for volunteer groups to share their time if they feel they have a great one. You have two minutes to make this up, memorize it, practice holding it, and coming up with your alarm sound. Get busy!

Closure: The Story Revisited

I am going to read the story I read at the beginning of class but instead of acting out what happens, I want you to find a way to show the time in your body! We'll do everything we learned to do today. Are you ready? Let's try it slowly at first and then do it a few more times – a little faster and then really fast. Here we go!

“At 7:00 it's out of bed; I stretch my arms and legs. (show time in arms/hour and minute hand)

At 8:00 it's breakfast time; I feel like toast and eggs. (make the number eight in the body)

At 9:00 I run to school; I want to be on time. (tiptoe super fast to 9:00 place on the clock)

At 10:00 we work on math; I'm feeling very fine. (show time in arms/hour and minute hand)

At 11:00 we go to music; and there we sing a song. (make the number eleven in the body)

At 12:00 it's time for lunch; I won't be hungry long.” (skip to 12:00 place on the clock)

Thank you students for your wonderful energy and creativity. You were terrific today. Remember that the next time you are doing homework and trying to figure something out or remember something about time, you can try it in your body and see if this helps!

EXTENDED LEARNING ACTIVITIES

One minute question: a one minute writing assignment can be utilized to allow students to answer a specific question the teacher may have (e.g, “what do you know about time?”)

SOURCES

Lesson Written by Julie White; www.wigglegenius.com.

Lesson edited and updated by Abby Calhoun.

TIPS + FREQUENTLY ASKED QUESTIONS

This lesson needs to take place in a really large space so students have plenty of room to move. It can even be done outside if it's a pretty day.